



River Raisin National Battlefield Park Presents

THE WAR OF 1812:
BATTLES OF THE RIVER RAISIN

"REAL PEOPLE, REAL HEROES"
A VOICE FOR FREEDOM FROM THOSE ENSLAVED



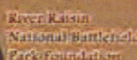
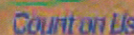
3rd - 5th Grades



WITH
"PROFESSOR"
MAJOR
MUSKRAT

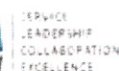
By: Thomas Wiltse
& Maureen Klein

LESSON PLAN



River Raisin National Battlefield Park Unit

REAL PEOPLE, REAL HEROES A VOICE FOR FREEDOM FROM THOSE ENSLAVED



River Raisin
National Battlefield
Park Foundation



Count on Us

OVERVIEW:

- Through the perspective of multiple historical figures, students will investigate the lives of indentured servants and slaves in the early 19th Century.

OBJECTIVES:

- Students will compare and contrast the lives of multiple historical figures.
- Students will analyze and interpret images from primary and secondary source materials.
- Students will draw conclusions about how people were affected by slavery and indentured servitude.

COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS:

- Reading: Informational Text 3-5
- Writing: Text Types and Purposes 3-5
- Speaking & Listening 3-5

MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS:

- 3 – H3.0.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
- 4 – H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.
- 4 – H3.0.7 Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.

NATIONAL HISTORY STANDARDS:

- United States Era 3: Standard 2C Grades 5-12

TIME SUGGESTED FOR UNIT:

- 8 ½ – 12 ½ hours

GRADE LEVEL:

- 3 - 5

TOPIC OR ERA:

- Slavery and indentured servitude in early 19th Century

Artwork from Molly Bannaky reproduced for educational purposes with the generous permission from the Artist - Chris Soentpiet!

PREPARATION:

MATERIALS:

- "Molly Bannaky" reading guide
- "Molly Bannaky" reading guide answer key
- "Molly Bannaky" by Chris Soentpiet
Found at amazon.com: <http://www.amazon.com/Molly-Bannaky-Chris-K-Soentpiet/dp/0547076762>
- Analyzing Photographs and Prints graphic organizer and teacher guide
Found at: <http://www.loc.gov/teachers/usingprimarysources/guides.html>
- Photograph of Black Female Slave from Women in American History
Found at:
<http://b-womeninamericanhistory19.blogspot.com/2009/05/19th-century-photo-archives-african.html>
- Photograph of Lisette Denison Forth
Found at: http://upload.wikimedia.org/wikipedia/commons/thumb/c/ce/Lisette_Denison_Forth.jpg/220px-Lisette_Denison_Forth.jpg
- Venn Diagram (found at <http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>)
- "What to do with my Children? A Slave's Perspective," a play about the Denison family by Thomas Wiltse - Reader's Theater Scripts one per student
- Denison Play Vocabulary sheet
- Highlighters
- Article "Around the United States at the Time of the Denison Trial"
- Informational reading prompt worksheet
- Timeline graphic organizer from Education Place
(found at <http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf>)
- History of Elmwood Cemetery printout or via the Elmwood Cemetery website
- Elmwood Cemetery Maps, one per student group
- Student Elmwood Biographies
- Teacher Elmwood Biographies
- Gray construction paper for headstones
- Markers, colored pencils or crayons

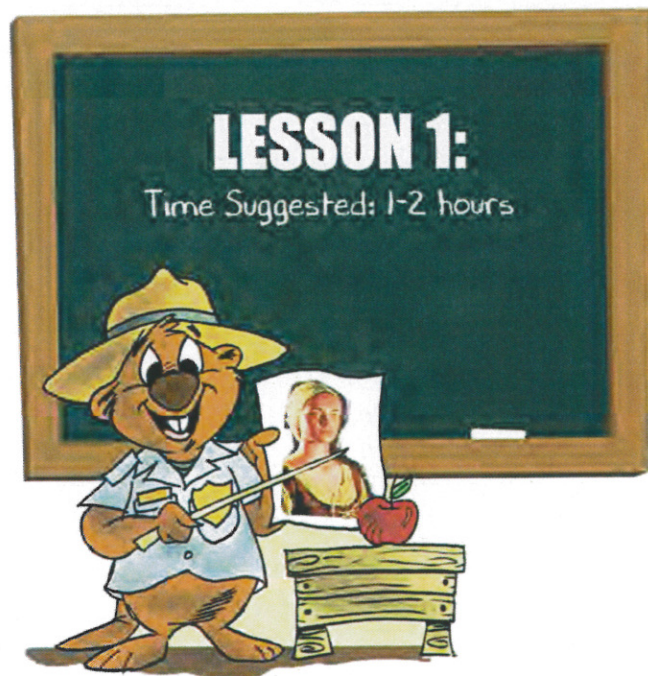
RESOURCES:

- For a general historical overview for teachers, please read: "Around the United States at the time of the Denison Trial."
- Information on how to use the "Think Pair Share" strategy can be found at the International Reading Association's Read Write Think website.
<http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html>
- Venn Diagram rubric from the International Reading Association's Read Write Think.
Found at http://www.readwritethink.org/files/resources/lesson_images/lesson54/detectiverubric.pdf
- Using the information on the Denison family, students could create an interactive timeline using the free online application at Read Write Think.
Images and text can be added to the timeline.
http://www.readwritethink.org/files/resources/interactives/timeline_2/
- Smith, Gene A. The Slaves' Gamble: Choosing Sides in the War of 1812.
- Brunsmann, Denver, Joel Stone, Douglas D. Fisher. Border Crossings: The Detroit River Region in the War of 1812.
- Explanation of and sample epitaphs can be found on Ken Nesbitt's Poetry for Kids website.
<http://www.poetry4kids.com/blog/news/how-to-write-a-funny-epitaph-poem/>
- Guide to Teaching Epitaphs

BEFORE WE BEGIN:

Formative Assessment – Accessing prior knowledge through brainstorming in writing

1. To gain insight into student knowledge regarding slavery and indentured servitude, students will be asked to make a list of everything they “know” regarding indentured servants in a two minute timed period. The list can be bullet points or complete sentences.
2. Share student responses as a whole class. Ask students to put a check mark next to items on their list that they have in common with their peers and add new thoughts to the bottom of their list. Address student misconceptions if necessary.
3. Students will then repeat the written brainstorming idea on the topic of slavery. Following the whole class share, note taking model.
4. Draft a definition of slavery and indentured servitude as a class.
5. (Optional writing extension assignment: Using their notes on indentured servitude and slavery, students will write an informational paragraph.)



HISTORY THROUGH NON-FICTION PICTURE BOOKS

1. Introduce the book “Molly Bannaky” by Alice McGill. This book tells the true story of Molly Bannaky and her husband. Read the book in its entirety. Before reading, ask students to look and listen for information regarding what it means to be an indentured servant and experiences of slavery in America.
2. Think-Pair-Share. Have students turn and talk about the Molly Bannaky story using the following three prompts: What part of the Molly Bannaky story stands out to you? Who was the indentured servant in this book? What was life like as a slave for Bannaky? Then share as a whole class.
3. Using the reading guide reread the text stopping at designated intervals, which are listed in the reading guide answer key, for class discussion. (Optional assessment – have students complete the reading guide independently).

Name:

Date:

MOLLY BANNAKY READING PROMPTS:

1) What part of the Molly Bannaky story stands out to you?



2) Who was the indentured servant in this book?

3) What was life like as a slave for Bannaky?

Name:

Date:

MOLLY BANNAKY READING GUIDE

1. Under British law, what did Molly steal? How would you describe what happened?
2. What was the penalty for stealing in Britain at the time?
3. How was Molly's life affected by the judgement of the court?
4. Describe some of the jobs Molly had to do as a servant in America.
5. Molly worked seven years for the farmer. What was the farmer required to give her by law when the seven years were over? Why do you think the law required these things?
6. Molly bought a slave. Why did she do this?
7. What did Bannaky teach Molly and their neighbors about farming? Where did he learn this information and how do you think it affected his relationship with their neighbors.
8. Molly and Bannaky broke the law by getting married. In the Historical note at the back of the book, the consequences for marrying a slave are described. What was Molly willing to risk to marry Bannaky?
9. Molly was a very unusual woman. What events from her life went against the social customs of the time? In what ways was her life unique?
10. Compare and contrast Molly's experience as an indentured servant with the life of the slave Bannaky? Look closely at pages 7-8 and 15-16. What similarities and differences do these two images convey?
11. Using the image on page 12, describe Molly Bannaky's character.

MOLLY BANNAKY

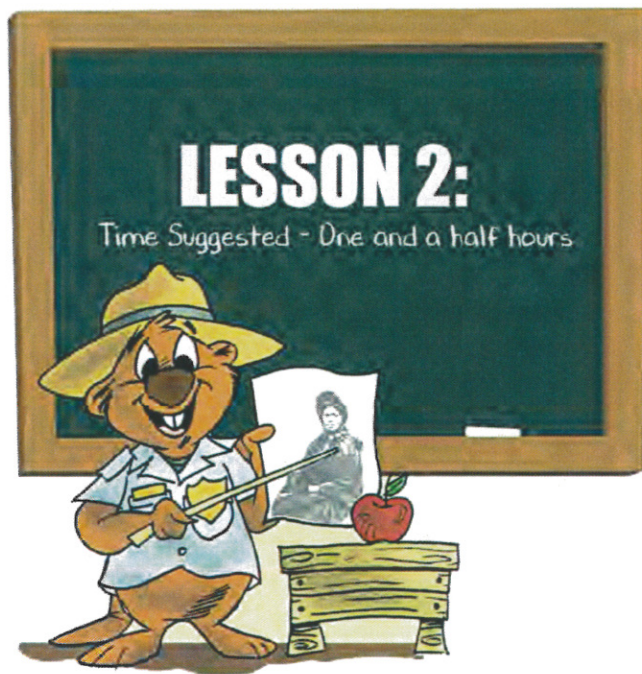
READING GUIDE ANSWER KEY

(Page numbers are listed as a possible place to pause for discussion.)

1. Under British law, what did Molly steal? How would you describe what happened?
 - Page 3 – *Molly spilled the cow's milk pail which was considered stealing.*
2. What was the penalty for stealing in Britain at the time?
 - Page 5 – *The penalty was death by hanging.*
3. How was Molly's life affected by the judgement of the court?
 - Page 7 – *Molly was sentenced to seven years as a servant and forced to leave England and move to America.*
4. Describe some of the jobs Molly had to do as a servant in America.
 - Page 9 – *Molly worked in the fields, with the oxen, sewed and nursed the sick.*
5. Molly worked seven years for the farmer. What was the farmer required to give her by law when the seven years were over? Why do you think the law required these things?
 - Page 12 – *Ox hitched to a cart, a plow, two hoes, a bag of tobacco seeds, a bag of seed corn, clothing, and a gun. These items were "all that they needed to start over".*
6. Molly bought a slave. Why did she do this?
 - Pages 14-16 – *She couldn't handle running her farm by herself. She needed help.*
7. What did Bannaky teach Molly and their neighbors about farming? Where did he learn this information and how do you think it affected his relationship with their neighbors.
 - Pages 19-22 – *Bannaky brought knowledge about irrigation farming and crop rotation from his native country. This knowledge was extremely helpful during times of drought.*
8. Molly and Bannaky broke the law by getting married. In the Historical note at the back of the book, the consequences for marrying a slave are described. What was Molly willing to risk to marry Bannaky?
 - Page 29 - *"Under their laws, colonists could be forced into slavery for marrying a slave." Molly risked her personal freedom.*

HIGHER LEVEL THINKING QUESTIONS:

9. Molly was a very unusual woman. What events from her life went against the social customs of the time? In what ways was her life unique?
10. Compare and contrast Molly's experience as an indentured servant with the life of the slave Bannaky? Look closely at pages 7-8 and 15-16. What similarities and differences do these two images convey?
11. Using the image on page 12, describe Molly Bannaky's character.



PHOTOGRAPHS AS PRIMARY SOURCE

1. Introduce the photograph of Lisette Denison Forth to the whole class.
2. Complete the "Primary Source Analysis Tool" graphic organizer from the Library of Congress, as a whole class. (The companion Teacher's Guide Analyzing Photographs & Prints to the graphic organizer can be used to generate questions).
3. In small groups, students will then analyze a photograph of a black female slave using the same graphic organizer.
4. As a whole class, compare and contrast the image of Lisette Dennison Forth and the female slave using a venn diagram. (Optional assessment – have students complete the Venn diagram independently, which is then assessed by the teacher using the venn diagram rubric).

LISETTE DENISON FORTH



Name:

Date:

PRIMARY
SOURCE
ANALYSIS
TOOL



OBSERVE

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REFLECT

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QUESTION

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FURTHER INVESTIGATION



Name:

Date:

PRIMARY SOURCE ANALYSIS TOOL



OBSERVE

REFLECT

QUESTION

FURTHER INVESTIGATION



TEACHER'S GUIDE ANALYZING PHOTOGRAPHS & PRINTS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

OBSERVE

Have students identify and note details.

Sample Questions:

Describe what you see? - What do you notice first?
- What people and objects are shown? - How are they arranged?
- What is the physical setting?
- What, if any, words do you see? - What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the image.

Why do you think this image was made? - What's happening in the image?
- When do you think it was made? - Who do you think was the audience for this image?
- What tools were used to create this?
- What can you learn from examining this image?
- What's missing from this image? - If someone made this today, what would be different?
- What would be the same?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about...
who? - what? - when? - where? - why? - how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Write a caption for the image.

Intermediate

Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

Advanced

Have students expand on a textbook or other printed explanations of history based on images they study.

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>

[BLACK FEMALE SLAVE]



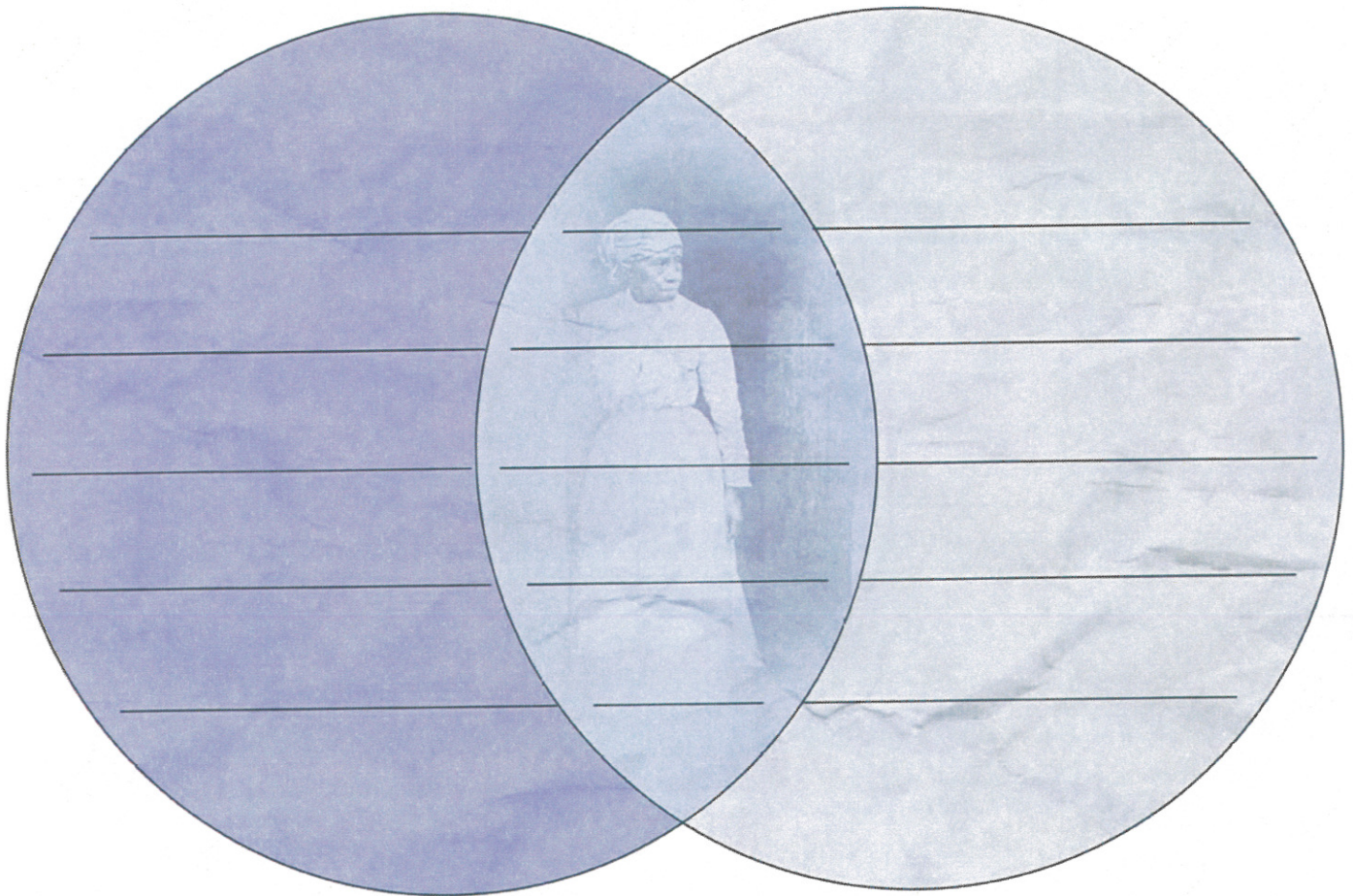
Name _____ Date _____

Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.

SUBJECT: _____

SUBJECT: _____



Student name: _____ Date: _____

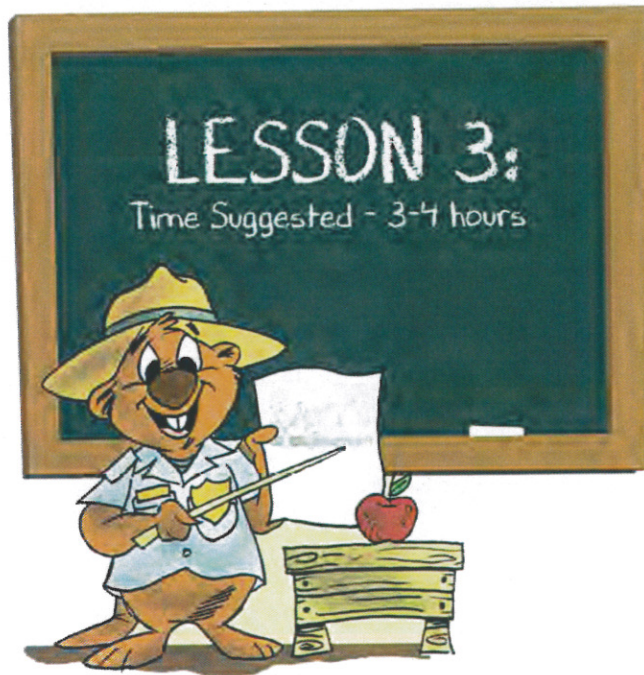
Venn Diagram Rubric

Objects being compared in the Venn diagram:

_____ and _____

	Strong Grasp	Progressing	Not in Evidence
Text support of comparison statements	All statements are supported by the text.	Most statements are supported by the text.	Few or none of the statements are supported by the text.
Placement of statements within the Venn diagram	All statements noting similarities are placed in the center circle and all statements that note differences are placed in the correct outer circle.	Most statements are placed in the correct circle, but student mixed up a few statements.	Few statements are placed in the correct circle.
Number of quality statements	Student is able to make five or more comparison statements in each circle.	Student is able to make 3–4 comparison statements in each circle.	Student makes two or fewer comparison statements in each circle.

Comments:



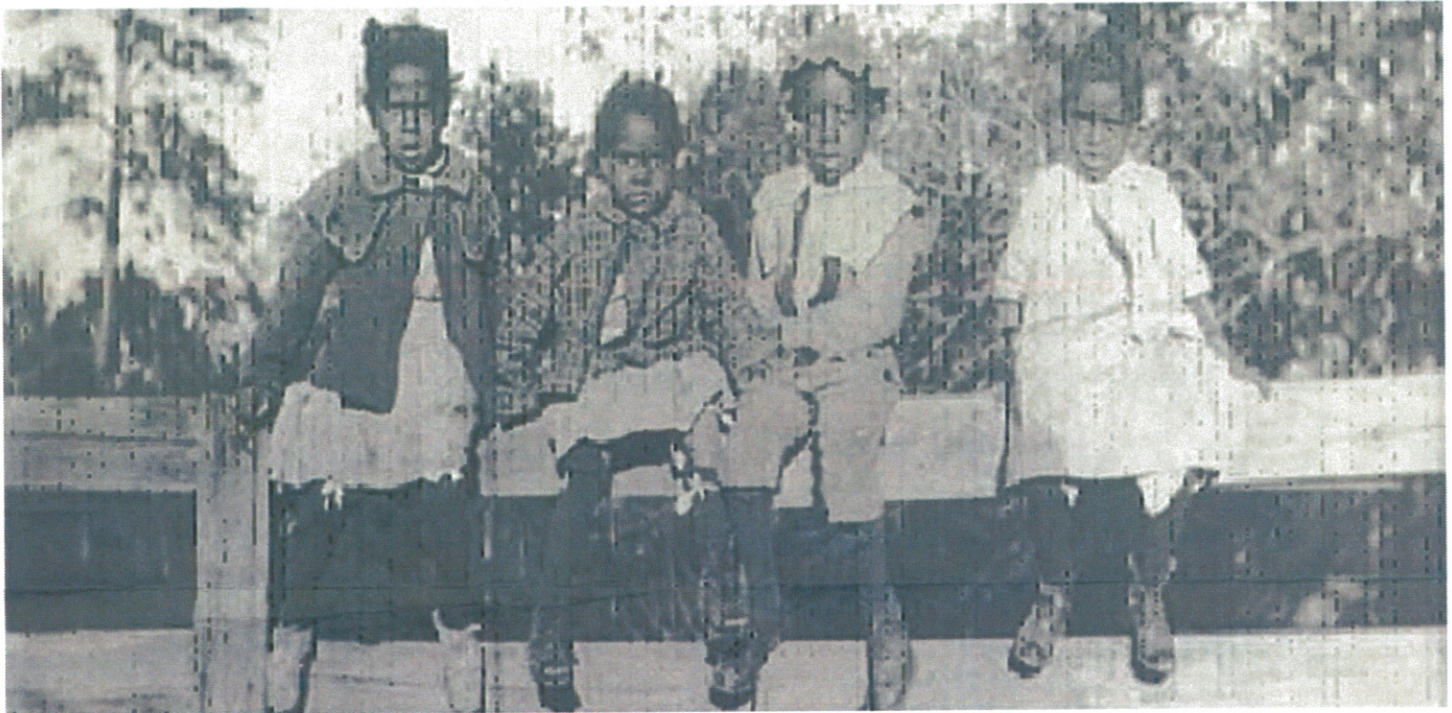
READERS THEATER

1. Introduce students to Reader's Theater and distribute scripts.
2. As a whole class, read through the script. Discuss any unknown vocabulary words. The Denison Play Vocabulary sheet may be used as a resource.
3. Divide class into small groups and assign roles. Have students highlight their role.
4. In groups, students will practice reading the scripts in their assigned roles. If time permits, students can incorporate props and sets into their production of the play.
5. Student groups will then perform their play for the class. (Optional assessment – teachers may use the Reader's Theater Rubric as a means of assessing student learning and participation).
6. View photos of Woodward and Elijah Brush. Ask why there are no photos of the Denison family?

READERS THEATER

WHAT TO DO WITH MY CHILDREN?: A SLAVE'S PERSPECTIVE

Four young children's fate rests in the hands of the Supreme Court's Territorial Judge. Their father, a slave from Canada has filed suit to lawfully receive his children's freedom. This is a true story, based on the life of Peter Denison's journeys between the Michigan Territory and Canada, prior to the War of 1812. The play is based on the historical facts but some liberties were added for the enjoyment of the audience.



Characters:

Catherine Tucker-Defendant

Peter Denison-Plaintiff

Hannah Denison-Plaintiff

Elizabeth Denison*

James Denison* { Plaintiff's children*

Scipio Denison*

Peter Denison Jr.*

Augusta B. (A.B.) Woodward Supreme Court Territorial Judge

Elijah Brush-Attorney for the Denison Family

Narrator 1

Narrator 2

Nick - Roving Reporter #1

Miranda - Roving Reporter #2

Setting: Courthouse in Detroit, Michigan 1807

Nick: Hi, this is Nick, along with Miranda, reporting live at what is being called the trial of the century. Plaintiffs Peter and Hannah Denison have filed suit against Catherine Tucker for the freedom of their four children.

Miranda: Filed suit? Where from? For what? Better yet, what's wrong with the suit he's wearing now??

Nick: No, Miranda, not a clothing suit, FILED suit! Don't you remember? Peter and Hannah Denison had been Catherine Tucker's indentured servants for the past year!

Miranda: Indentured servant? I thought you were talking about DENTURES!

Nick: NO Miranda! Weren't you paying attention? About a year ago, Catherine Tucker was short on cash, so Peter signed an agreement that made them become indentured servants to Catherine for one year. And now that the contract is up, Mrs. Tucker wants the ENTIRE family back as her own property now!

Miranda: WHAT? THAT'S Hor...

Nick: Look, here comes Elijah Brush, the attorney for the Denison's, and the entire Denison family. Let's listen carefully to see what's happening with them.

Peter Junior: Man I'm still tired, why did we have to get up soooo early anyway?

Elizabeth: You know why we are here! It's all about our freedom and our future! You also know what mother said to us about behaving today in the court, she said to act like proper children!

Scipio: Who made you the boss Lisette! I'm usually the one in charge when mother is gone!

James: Boy, now I wish I would have eaten a bigger breakfast this morning before we left, cause I'm starving now!

Peter Junior: Everyone just be quiet! All this noise is giving me a headache! And I now have to use the outhouse too!

Nick: Shhhhh! Look, here comes the Supreme Court Territorial trial judge- Augustus B. Woodward!

Peter Junior: Wow, check out the nose on that man, its huge!

James: Yeah he could knock down a whole forest with that thing!

Scipio and Elizabeth: You two be quiet!

A.B.: I have the honor to be, Sir, with the highest respect, your obedient servant.

Narrator 1: The case of *Dennison v Tucker* will come to order. The writ of habeas corpus was supplied for and granted to bring out the question of slavery in general as it applies to the Territory of Michigan.

Miranda: Wait! Wait! Wait a second! Slavery? Here? In the North? That's impossible! We were a Union State! Told you I paid attention in class, Nick!

Nick: Well, you're right about one thing there *Miranda*: we WERE, in fact, a part of the Union in the Civil War-

Miranda: Ha!

Nick: I'm not done yet. This time period was WAY before the Civil War even began. In fact, it was just prior to the War of 1812. Slaves at this time were actually migrating out of Canada and crossing the Detroit River to come to Michigan, which was part of the Northwest Territory for freedom!

(Extras on stage clap for his monologue. Miranda looks annoyed.)

Miranda: Well SORRY I don't spend all my free time reading unassigned history textbook chapters for fun!

Nick: Yeah for a short time in our history slaves were being pushed out of their homes and pulled into the territory because they realized that freedom was just a river crossing away, a dangerous river crossing away!

Narrator 2: The major question of this trial is the general status and question of slave or no slave, or in other words: The right...of freedom!

Miranda: Hey, what's the attorney doing now?

Nick: The attorney is asking about the Treaty of 1794, where all settlers and traders shall continue to enjoy unmolested, all their property of every kind. It shall be free to them to sell their lands, houses, or effects.

Nick and Miranda: Ooo! That sounds bad for the plaintiffs!

Miranda: I feel terrible that this is even happening; slavery is such a horrible injustice!

Nick: Yeah, and it was the Spanish who first brought slavery to the Americas'.

Miranda: Huh? I thought slaves were only taken from Africa from British slave traders!

Nick: No, *Miranda*, the Spanish enslaved Native American's in both North AND South America, and THEN the African slave trade started.

Miranda: But what about Thomas Jefferson's writings in the constitution that says all men were created equal and have the right to life, liberty, and the pursuit of happiness?

Nick: Wow *Miranda*, that was extremely accurate historically wise, and your vocabulary is expanding exponentially.

Miranda: Expo.....

Nick: Never mind, nice while it lasted folks!

Narrator 1: The Founding Fathers unfortunately failed to apply the protection of liberties to everyone. This left folks who were not white, like Native Americans, females, and people who didn't own property unprotected by the law.

Miranda: Wait, then the constitution does not apply to the Denison kids in this case?

Nick: Unfortunately no, it is going to be decided upon by the treaty between Great Britain and the United States from the Treaty of 1796.

Miranda: What does the Treaty of 1796 have to do with this trial?

Nick: When the Native American Indians, led by Little Turtle and their British allies, were finally defeated by Mad Anthony Wayne the British gave up a huge chunk of land that became the Northwest Territory including Michigan.

Miranda: Hey! My dad works in Wayne County, I wonder if it is related?!

Nick: Yes Miranda, Mad Anthony Wayne left such a presence here they named the county after him, Wayne County.

Miranda: Wow, is there any unclaimed land nearby? I think Miranda county has a nice ring to it!

Nick: Right.... What have you done to get a county named after you?

Miranda: Looking fabulous!

Nick: Pay attention! They are about to start more proceedings!

Narrator 1: Decision #1, all slaves living on the 31st day of May 1793 in the Northwest Territory in possession of settlers are slaves for life.

Narrator 2: Decision #2, the children of the females born after the 31st day of May will be slaves for 25 years. After this period they will be absolutely free.

Narrator 1: Decision #3, their children are absolutely free from birth.

Miranda: So what does this mean for the Denison children?

AB: I consider the return to the writ of Habeas Corpus sufficient and I ORDER Elizabeth, James, Scipio, and Peter Denison Jr. to be restored to the possession of Catherine Turner.

Miranda: What about truth, justice, freedom, and what about the children?

Nick: Sometimes life is not always a happy ending, but thankfully we have the ability to change laws. The judge only did what the current laws allowed. People now realize that this was not equality for ALL.

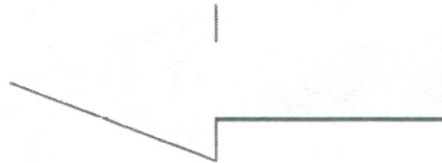
READER'S THEATER VOCABULARY TERMS

1. Defendant-The person who has the case filed against them.
2. Plaintiff-The person who files the complaint.
3. Attorney-A trained person in law who has the jurisdiction in his area to represent people in trials.
4. Denison v Tucker-The V means against each other
5. The writ of Habeas corpus-Latin words that means (Produce the Body). The defendant has the right to be brought in front of a judge or jury for correct, fair, and accurate charges.
6. Treaty- An agreement between two or more nations that usually ends a conflict or war.

PHOTOGRAPH RESOURCES:



Augusta B. (A.B.) Woodward, Supreme Court Territorial Judge



Elijah Brush, Attorney for the Denison Family



Name: _____ Date: _____

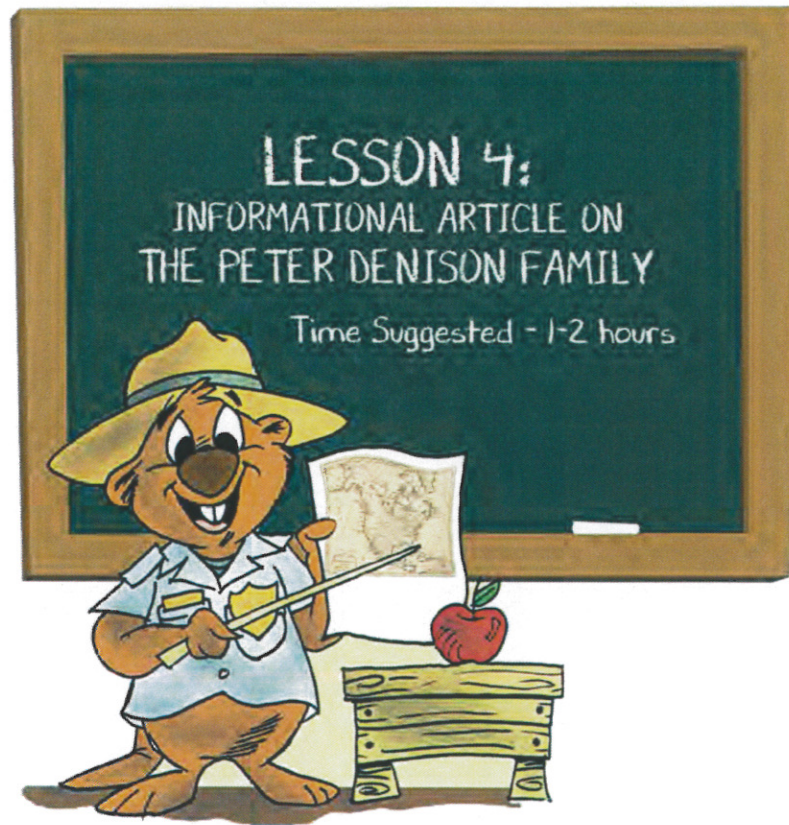
Readers Theater Rubric

Name: _____

Individual Scores	4–Excellent	3–Good	2–Fair	1–Needs Improvement
Delivery	Student read the script with confidence and expression, made gestures and good eye contact, and used props to add to the performance	Student read the script with some expression, gestures, eye contact, and use of props	Student read the script but had little expression, few gestures, little eye contact, or did not use props appropriately	Student had difficulty reading the script and consistently did not use expression, eye contact, or props appropriately
Cooperation with group	Student worked cooperatively with the group in all aspects of the project and shared all responsibilities and ideas well	Student worked cooperatively with group in most aspects of the project and shared most responsibilities and ideas	Student worked cooperatively with group in some aspects of the project but sometimes could not agree on what to do and wasted time	Student did not work cooperatively together with group and could not agree on what to do. Student did not share responsibilities or ideas and wasted time
Comments				

Group Members: _____

Group Scores	4–Excellent	3–Good	2–Fair	1–Needs Improvement
On-task participation	High level of active, on-task participation from all group members	Majority of group members on-task and actively participating	Moderate level of on-task work or few of the group members actively participating	Low level of active participation from majority of group members
Comments				



1. Either as a whole class or an independent reading assignment, students will read the story "Around the United States at the Time of the Denison Trial." This story will give students the historical conclusion to the tale they read and performed in their reader's theater.
2. Timeline – As a class, using the reader's theater script and the informational article, complete a timeline of the lives of Peter Denison and his family.
3. Students will then complete the Informational Reading Prompt worksheet.

AROUND THE UNITED STATES AT THE TIME OF THE DENISON TRAIL

As the Denison Family was dealing with the uncertainty of their upcoming trial the remainder of the United States was entering into an uncertain future. In 1803 the wars between France and England resumed with a vengeance, and U.S. citizens were increasingly pulled into the hostilities as they tried to trade with both sides and to profit from the re-export trade. The French and British however imposed naval blockades on one another, meaning that they would try to block all goods from entering each other's countries by sea including slaves. U.S. shippers who ignored the blockades faced capture (especially in the West Indies) along with their slave cargo. Since being a sailor in the British Navy was possibly the worst job that a free man could have in the nineteenth century, many seamen deserted the British Navy. When the British came upon a U.S. merchant vessel they frequently boarded the ship and "impressed" a portion of its crew into service. In the process, an estimated 6,000 sailors both black and white with U.S. citizenship were impressed (kidnapped) into the British Navy between 1803 and 1812. The British raised the stakes in June, 1807, when the H.M.S. Leopard fired on the U.S. ship Chesapeake after the British unsuccessfully tried to impress some of the Chesapeake's U.S. sailors. The British did not back down from its policy of impressment, and they imposed even harsher trade restrictions on U.S. ships. This also brought tension on border areas like the Northwest Territories and British Canada, especially when it involved the issue of escaping slaves.

On the frontier, war had been constantly raging on between the expanding westward settlers and the Native American tribes. The tribes fought back trying to establish a barrier that would prevent the never ending demand for more land, Indian Land, and expansion into the north towards the Great Lakes. Since many westerners were looking for land and economic opportunity, their presence often brought them into hostile contact with Indian nations determined to resist the United States' westward migration. Though the Northwest Ordinance specified that Indian land treaties had to be respected, many U.S. migrants ignored this provision and violence was often the result.

AROUND THE UNITED STATES AT THE TIME OF THE DENISON TRAIL (Cont.)

In the early 1790s Congress deployed the first "peacetime" U.S. army to battle against an Indian confederacy led by Miami chief Little Turtle, who fought to maintain native land rights. Little Turtle's forces were finally defeated after many US disastrous battles, in 1794 after several years of successful resistance. The pattern of conflict over land and natural resources was established and would continue for years. Finally in 1812 a group of western and southern Democratic Republicans in Congress convinced their colleagues that economic sanctions were not working, and the United States declared war on Great Britain. The War of 1812 (1812–1814) established that the United States would not allow trade interference, but its economic effects were mixed. The war raged for three years with few U.S. military successes, and Congress was hesitant to raise taxes to pay for militia, army, and navy forces. The British and their Indian Allies attacked and defeated a large American force along the River Raisin in January 1812. The British burned the capital at Washington DC in 1814. In the midst of the war with Great Britain, U.S. forces defeated the Creek Indians and killed Tecumseh, the Indian leader who had united many tribes in resistance to U.S. expansion. The defeat of the Creek, the death of Tecumseh, and the British losses signaled the likelihood that westward expansion would continue even faster after the war.

By the end of the War of 1812 and the Denison Trial, the vast majority of U.S. citizens still lived on farms; they probably thought more about the economic world beyond their homes than their parents had. The people in the United States had witnessed the growth of a market economy over the previous 25 years. There was however some ominous signs like increasing exploitation of slavery and the intractability of urban poverty especially in the south, the country were to become a real economic and industrial power in the north. These events along with the legal right to own slaves set our country on a collision course toward a civil war.

INFORMATIONAL READING PROMPT

The big idea in this article is ...

What did you know about _____ (big idea) before you began reading?

This article made me think of ...

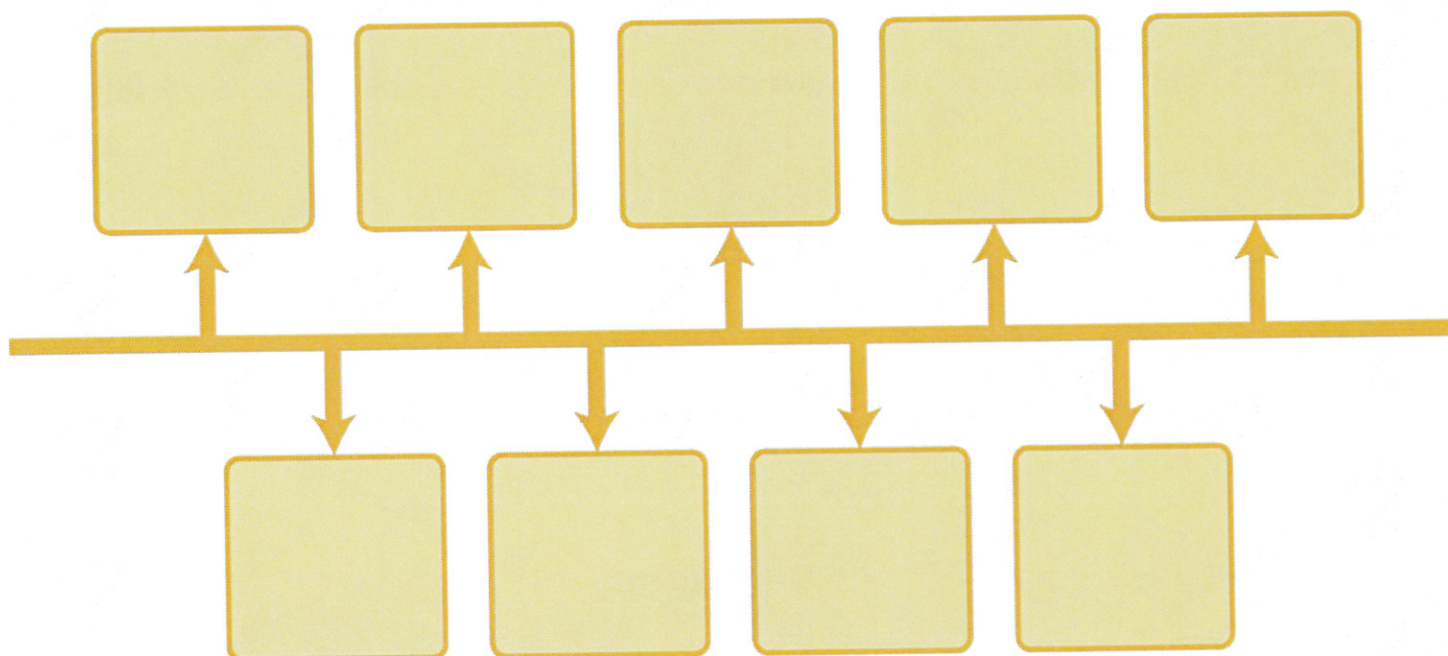
List three facts from the article ...

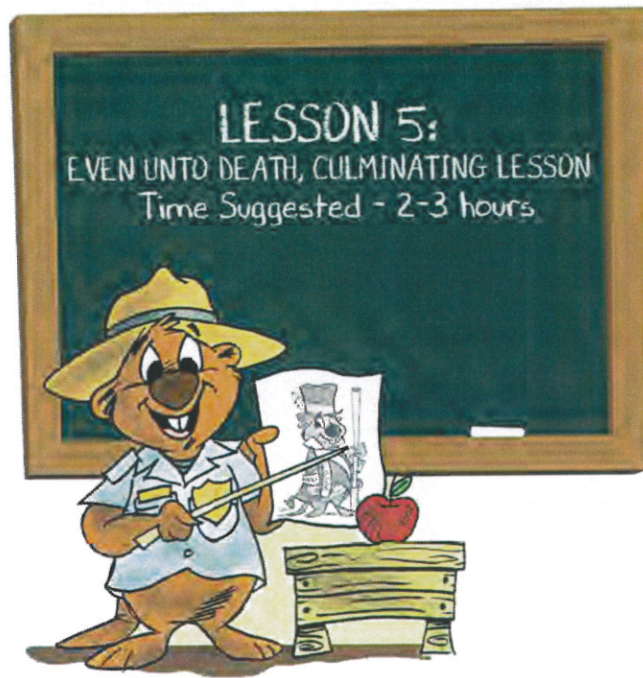
I am still wondering ...

Name _____

Date _____

TIMELINE





1. Show students the "Molly Bannaky" book image of Molly and her daughters burying Bannaky. Ask them what they notice about the burial location.
2. Introduce students to Detroit's Elmwood Cemetery using either the "History of Elmwood Cemetery" provided or by sharing the Elmwood Cemetery website.
3. Discuss how a person's social status is even reflected in where and how they are buried.
4. Students will be given the mini-biographies of three historical figures from the Denison story and a map of the Elmwood Cemetery. (Student Elmwood Biographies do not have burial locations on them. The Teacher Elmwood Biographies have burial locations listed)
5. Working in groups of three, using one map and the biographies, the group will indicate on their map where they believe each person is buried in Elmwood.
6. Introduce students to the concept of an epitaph. Brainstorm items that might be included on a headstone. (See resources for a "Guide to Teaching Epitaphs.")
7. Each student will then design one headstone and epitaph for one of the three historical figures.
8. Student groups will present their predictions of burial locations on their map and share their completed headstone projects.

HISTORY OF ELMWOOD CEMETARY

Elmwood Cemetery began its history in the Spring of 1846 when some of Detroit's leading citizens conceived the idea of establishing a cemetery in the suburbs of the city. For the sum of \$1,850 they purchased forty-two acres from what was originally the George Hunt Farm in the township of Hamtramck and renamed the property Elmwood Cemetery. In 1849, the cemetery was incorporated as a non-profit organization and in 1883, an endowment fund was created for the perpetual care of the cemetery and individual lots. Over the years, additional land was purchased from the Hunt Farm and neighboring farm of D.C. Whitwood so that today the cemetery consists of approximately eighty-six acres.

Historic Remembrance & Memorialization

Steeped in history, Elmwood is the oldest non-denominational cemetery in Michigan. It contains the memorials of many famous men and women who have served their country faithfully in times of peace and war. A special lot is designated for those who fought in the Civil War and is one of the few places in the United States where the flag is flown continuously as a memorial to those patriots.

Elmwood's history is also represented by many distinguished citizens who are memorialized in the park including, W.A. Burt, the inventor of the Equatorial sextant and solar compass and Margaret Mather, the great Shakespearean actress of the nineteenth century.

Other notables include governors, mayors, judges, ministers, lawyers, doctors, prominent businessmen and abolitionists. George DeBaptiste, Dr. Joseph Ferguson and Dr. William Lambert all represent the abolitionist movement having worked faithfully for their cause with leaders such as the well-known ex-slave and orator Frederick Douglas. Visit our Biographies for our featured Biography of the Month and to read more about the many famous notables who are buried at Elmwood Cemetery.

Other noteworthy persons memorialized at Elmwood include Lewis Cass, Michigan's Territorial Governor; Douglass Houghton, Michigan's first State Geologist; Eber Brock Ward, Michigan industrialist and Michigan's first millionaire; and General Philip St. George Cook who led the Mormon Battalion two thousand miles to Los Angeles in 1846, raising the flag at Fort Tucson along the way.

HISTORY OF ELMWOOD CEMETARY (cont.)

Many other heroes from many wars, dating back to the early fighting with the English and Indians and including veterans of all the wars and fighting since, have found a resting-place at Elmwood. From privates to generals, all ranks and honors are remembered at Elmwood. History books state that Memorial Day, originally designated as Decoration Day, was first celebrated in Detroit in 1869. However, Detroit's first observance of the holiday actually occurred one year earlier on May 30, 1868 at Elmwood Cemetery. Quickly organized on three days' notice, the simple yet meaningful event is missed by many Historians in their recounting of history. The ceremony took place opposite the entrance with national flags and a stuffed eagle forming the background to the speakers and the Fort Wayne band.

Old World Design

The design of the cemetery, inspired by Mount Auburn in Cambridge, Mass., was created in 1890 when prominent landscape architect, Frederick Law Olmsted, was brought in to enhance the picturesque cemetery and design improvements into the layout of the park. Thanks to his work, Elmwood is now graced by majestic groves of trees and lush vegetation that takes advantage of the natural beauty and history of the land.

Between the rolling green hills and through the valley, runs a creek that defines the setting and emphasizes the historical significance of Elmwood Cemetery. Originally "Parents Creek," it was named in 1707 for a gunsmith appearing on the records of St. Anne's Church. On July 31, 1763, in an incident during the Pontiac uprising against the British, the creek was renamed Bloody Run after the Indian massacre of Captain Dalzell and his men. A plaque memorializes this event and the trustees of Elmwood have preserved this historic section as part of the natural beauty and history of the cemetery. Elmwood has the only section of Bloody Run Creek in Detroit that is open and visible.

Enhancing the historic feel of the park are many beautiful buildings designed in an old-world style, including the exquisite chapel built in 1856 of quarried limestone and office building built in 1870. In the late 1900s, after fire destroyed the chapel and several additions were added to the office, both buildings were extensively restored. Take a TOUR of the grounds to see and learn more about the many monuments and buildings that grace Elmwood Cemetery.

MOLLY BANNAKY & DAUGHTERS



What do you notice about the burial location?

ELIZABETH (LISETTE) DENISON

Elizabeth Denison, the daughter of slave parents, was born into slavery in 1786. She was born on the William Tucker farm along the Huron River of St. Clair, now called the Clinton River. In a legal battle, Denison vs. Tucker, Lisette failed to obtain freedom through the Supreme Court of Michigan Territory. She did achieve freedom later by establishing residence in Canada, returning to Michigan around 1815. For the next period of time, she was employed by several prominent families in Detroit. It is interesting to note that even after she received her freedom, she chose to continue to do housework for others.

In 1827, she was married to Scipio Forth. The marriage is entered on the records of St. Paul's Protestant Episcopal Church in Detroit. Seemingly, Lisette became a widow within three years after the marriage. In 1831, she was employed by Detroit Mayor John Biddle and spent the next 30 years working for the family. John Biddle bought an estate downriver which he named Wyandotte. Wyandotte is where Lisette spent most of her time with the Biddles until 1849 when the Biddles returned to Philadelphia. Once they were settled, they sent for Lisette to join them in Philadelphia. Later, while in France, Mrs. Biddle requested that Lisette join the Biddle's in Paris. This must have been an extraordinary experience for Lisette. Lisette returned to Grosse Ile, Michigan in 1856 where she joined William Biddle, eldest son of John, and cared for his two oldest children for nearly three years.

Lisette and Mrs. John Biddle shared their Episcopal faith. Lisette was motivated by a donation to Mariner's Church and wished to do the same in the downriver area. She made her wishes known to William Biddle. Since his mother also wished to have a chapel built, William consulted with brother James to determine how this could be done. James contributed some land. William had money from his mother and \$3,000 from Lisette to build the chapel. It is believed he contributed some of his own money also. The chapel was named St. James Episcopal Church. It is positioned on East River Road, facing Canada, on Grosse Ile. The area is surrounded by many expensive homes.

Neither of the two women was alive when the chapel was completed. They never saw it. Mrs. Eliza Biddle died in Philadelphia on November 3, 1865. She was buried in the Biddle Family Plot at Elmwood Cemetery on November 8, 1865. Nine months later on August 7, 1866, Lisette died and was buried at Elmwood Cemetery.

Born: 1786

Died: August 7, 1866

ELIJAH BRUSH

Elijah Brush was born at Bennington Vermont. He came to Detroit in 1798. His father was a Revolutionary War Army Colonel and had taken part in the Battle of Bennington. Elijah a graduate of Dartmouth College had studied law and was admitted to the bar. He first practiced law in Detroit.

In 1803, within five years of coming to Detroit, he was elected a trustee of the town corporation, and in the same year served as a supervisor. In 1805 he was appointed Lieutenant-Colonel of the Legionary Corps of Territorial Militia, and under the Act of 1806 he was appointed the second Mayor of incorporated Detroit.

He, in 1806, was also appointed Treasurer of the Territory and served in that post until December 13, 1813. He held the post of U. S. Attorney from 1811 to 1814.

It was in his capacity as Militia Colonel that Brush and others were forced into the capitulation of Detroit to the British in 1812. The officers were forced to leave the city and territory for Toronto, Then known as York. He met his brother-in-law (Askin); a British officer and through his influence Brush was paroled, and sent behind American lines (to Ohio). He was then under General Harrison's command. They re-entered Detroit in October of 1813. On December 14, 1813 Colonel Elijah Brush died.

Colonel Brush had married Adelaide Askin the daughter of John Askin, on February 17, 1802. In 1806 the Askin Farm in Detroit, became known as the Brush Farm. Elijah and Adelaide had four children who survived their father.

Born: 17--

Died: December 14, 1813

MAJOR JOHN BIDDLE

John Biddle was born in Philadelphia in March 1792 to a prominent American family. He was the son of Charles Biddle, Vice President of Pennsylvania during the Revolutionary War and nephew of Commodore Nicholas Biddle who later became President of the United States Bank. A brother, Major Thomas Biddle, served in the U. S. Army and another brother, Commodore James Biddle, was a noted Naval officer.

A few years after graduation from Princeton College, John Biddle entered the United States Army, serving for most of the War of 1812 in the Niagara Frontier under General Scott. He was promoted from Captain of Artillery to Major. While in the military, he was assigned to Fort Shelby in Detroit as Commander. In 1821, Biddle left the Army and was appointed Indian Agent at Green Bay.

After returning to the East and finding a bride, Eliza F. Bradish of New York, John Biddle began the political phase of his life becoming prominent in affairs connected with the Territory, the State of Michigan and the City of Detroit. His political accomplishments were impressive. In 1820, he was appointed Associate Justice of County Court, Judge of Probate and Brown County Commissioner. From 1823 to 1837, he served as Register of the Land Office for the District of Detroit, selling farms and lots to new arrivals. From 1827 to 1828, he served as the Mayor of the City of Detroit. From 1829 through 1831, he was the Territorial Delegate to Congress from the State of Michigan. In 1835, he was a member of the Constitutional Convention and President of the first State Constitutional Convention. In 1841, he served in the State Legislature.

In addition to his military and political achievements, Biddle was a civic and cultural community leader. In 1835, he was elected President of the Detroit-St. Joseph Railroad which later became Michigan Central Railroad. Three years later, he became the first President of Farmers' and Mechanics' Bank having served as Director from 1829 through 1838.

Biddle displayed an interest in the general religious and philanthropic reforms of his time. He was a member and vestryman of St. Paul's Episcopal Cathedral and became personally responsible for the expense of St. Paul's first building. He helped organize the Episcopal Church Society in Detroit on March 8, 1825 and, on November 3, 1830, was elected Vice President of the County Bible Society which distributed Bibles and Testaments.

MAJOR JOHN BIDDLE (cont.)

On July 15, 1831, he was elected Vice President of the Detroit Athenaeum which was established as a club reading room. His was the first name on a notice list of the Association for Promoting Female Education in the City of Detroit (December 4, 1834) and elected as a Trustee of the University of Michigan, an "English Classical School".

The Historical Society of Michigan was organized on July 3, 1828 at Mansion House and Biddle was asked to be the first Vice President (1828–1837). In 1837, he was elected President of the Society. His lecture of September 15, 1830 can be found in the book "Historical and Scientific Sketches of Michigan". Biddle helped organize and participated in plays which were given in an amateur theater located in the upper part of a large brick storefront at the foot of Wayne Street.

For the people of southeastern Michigan, this man of so many accomplishments is perhaps best noted for his connection to the City of Wyandotte. Land on which the Village of Maquaquah had previously been located was auctioned off in 1818. Biddle acquired 2,200 acres and proceeded to construct his summer estate where he could retreat from Detroit and entertain. The buildings were completed in 1835 and the estate was named "The Wyandotte" after the Indian tribe that had lived on the land. The family moved there from Detroit a year later. The white colonial-style home was built on the corner of Vinewood and Biddle on the land presently occupied by the McNichol-Ford House (Wyandotte Historical Museum). The front lawn, filled with flowers, went to the road running along the riverbank. It is reported that runaway slaves escaping to Canada and Wyandotte Indians were used for farm labor.

A lack of interest in farming led to the sale of "The Wyandotte" and Major Biddle and his wife left the area to return to his old home in Philadelphia. The property was sold for \$44,000 in 1853 to Eber Ward of Eureka Iron and developed into the town of Wyandotte. The house was used as a hotel (some accounts say used as a carriage stop) for the workingmen of the village. A fire partially destroyed the house in 1860. It was moved in 1896 to its present location at 2114 Biddle, the second house south of Spruce. Some changes were made but many original beams and structural details remain.

After selling the property, Biddle went to Paris for a retirement vacation. His wife's ill health prompted a trip to White Sulphur Springs, Virginia in 1859.

He died there on August 25, 1859. Survivors were listed as four "recorded" children: William S., Major James, Edward J. and Margaretta.

Born: 1792

Died: 1859

ELIJAH BRUSH (TEACHER)

Elijah Brush was born at Bennington Vermont. He came to Detroit in 1798. His father was a Revolutionary War Army Colonel and had taken part in the Battle of Bennington. Elijah a graduate of Dartmouth College had studied law and was admitted to the bar. He first practiced law in Detroit.

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Born: 17--

Died: December 14, 1813

Buried: Section A, Lot 73

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Born: 1792

Died: 1859

Buried: Section F, Lot 47

ELIZABETH (LISETTE) DENISON (TEACHER)

Elizabeth Denison, the daughter of slave parents, was born into slavery in 1786. She was born on the William Tucker farm along the Huron River of St. Clair, now called the Clinton River. In a legal battle, Denison vs. Tucker, Lisette failed to obtain freedom through the Supreme Court of Michigan Territory. She did achieve freedom later by establishing residence in Canada, returning to Michigan around 1815. For the next period of time, she was employed by several prominent families in Detroit. It is interesting to note that even after she received her freedom, she chose to continue to do housework for others.

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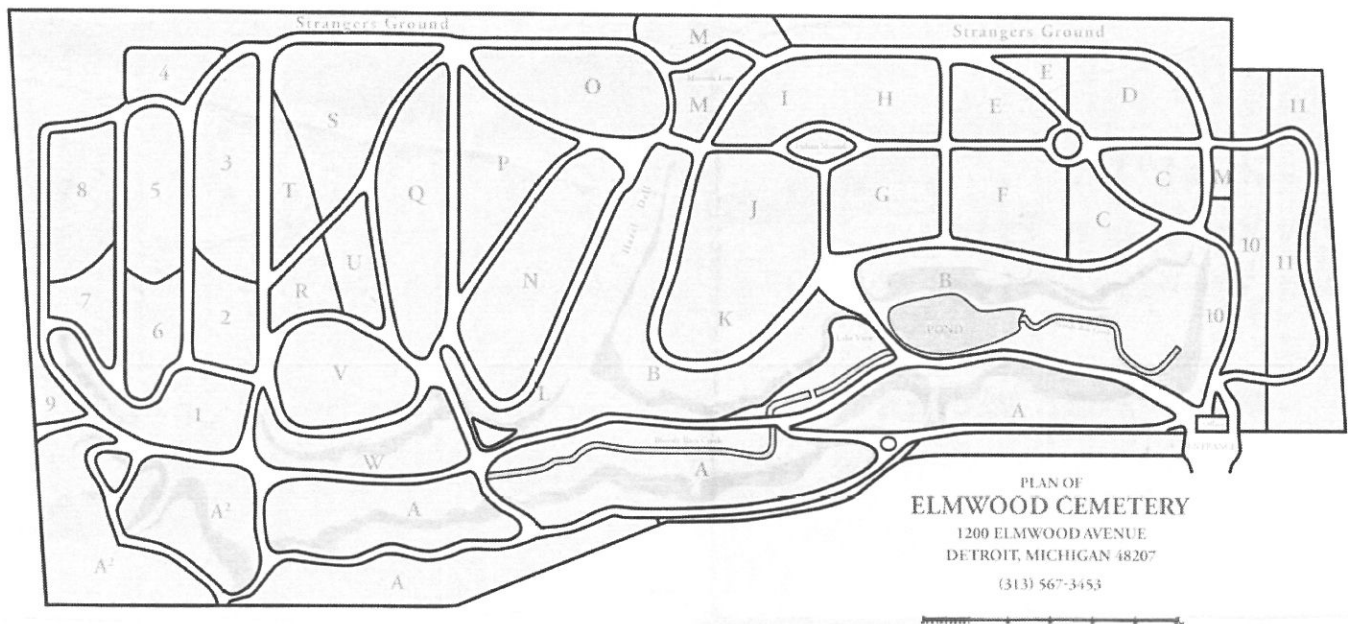
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Neither of the two women was alive when the chapel was completed. They never saw it. Mrs. Eliza Biddle died in Philadelphia on November 3, 1865. She was buried in the Biddle Family Plot at Elmwood Cemetery on November 8, 1865. Nine months later on August 7, 1866, Lisette died and was buried in **Stranger's Ground also at Elmwood Cemetery.**

Born: 1786

Died: August 7, 1866

PLAN OF ELMWOOD CEMETERY MAP

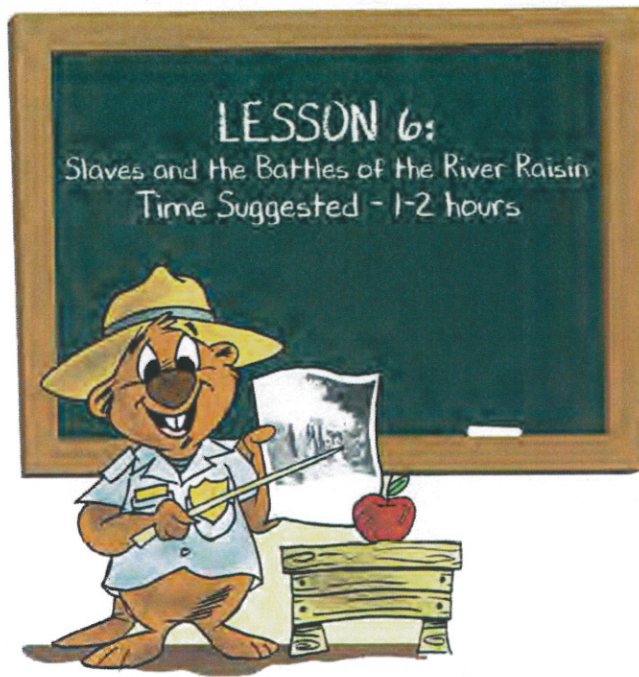


WHAT IS AN EPITAPH AND HOW TO WRITE AN EXCELLENT EPITAPH: A TEACHER'S GUIDE FOR STUDENTS

Typically an epitaph appears on a tombstone or commemorative plaque. A good epitaph makes you think. It reflects the greatest achievements of the deceased, highlighting what they gave to the world.

For example, an artist's epitaph may refer to his artwork, paintings, models, or designs. Another example could be about someone who bravely weathered and battled a terminal disease but eventually died, should be commemorated for her courage and strength. Follow these steps to help you write an effective epitaph.

1. Read numerous examples of epitaphs to get an idea of what makes an appropriate (classy) epitaph and to see different styles of epitaphs.
2. Focus on the information you know about the person's life to select brainstorming material for the epitaph.
3. Write in a journal all the information that you have researched on the person because you will be condensing their life into just a few well written sentences.
4. Find the important "gems" or "nuggets" that are the gist about the person. That's what you want to focus on.
5. Think about the important roles that this person did in their lives. It could have been when they were a child, teenager, adult, or even as an elderly person. What did they do that was really cool, neat, inspiring, or impressive?
6. Gather a wide range of inspirational resource books: books of verse, poetry, psalms, the Bible, or literature which focuses on writings of life or death that stir emotions about the person.
7. Use the writing process to help you create numerous epitaphs with about 6 to 8 lines about the person. Write these when you are fresh and able to focus. Then put them aside for several days.
8. Use a ranking system of the earlier drafts to find your top choice that tell the picture of the person. Use revision to shorten them and editing to polish them to make them perfect with about 4 to 6 lines of final writing.
9. Publish them in numerous forms.



1. Divide students into four groups and assign each group a section of the "Slaves and the Battles of the River Raisin" to read as a group. Have each group read the opening, their section, and the closing.
2. Have each group answer the following questions about their section of "Slaves and the Battles of the River Raisin":
 - a. Who were the slaves in your story and who owned them?
 - b. What happened to the slave owner in the battles and what happened to their slaves?
 - c. What do you think it would have been like being a slave of an American Officer at the Battles of the River Raisin?
 - d. Why are the only accounts of African Americans at the Battles of the River Raisin related to Military Officers who owned them as slaves?
3. Have each group share with the class about what the African American experience was for slaves during and after the Battles of the River Raisin as they answer the questions poised above.

SLAVES AND THE BATTLES OF THE RIVER RAISIN

Few records exist concerning the slaves and African Americans in the Battles of the River Raisin from either side in the war. Although no official black soldiers or militia men fought at Frenchtown in the Battles of River Raisin, some of the United States Officers brought slaves who likely could not avoid being thrust into conflict. The following accounts provide some glimpse into slaves who were compelled to be with the United States at the River Raisin during their greatest defeat in the entire War of 1812:

1. Col. William Lewis brought with him a slave named John from Kentucky. During the second battle of the River Raisin Col. Lewis was captured with General Winchester by Wyandot Warriors. Col. Lewis was marched into Canada as a prisoner, but was later paroled and allowed to return to the United States. John was captured along with Col. Lewis and taken as a prisoner of American Indians. John was serving as a valet for an American Indian Chief when he was last heard from in 1813.

2. Col. Allen was a distinguished Kentuckian who served in the State Senate before becoming a United States Congressman. The Honorable Col. John Allen led the United States during the First Battle of the River Raisin, but was subsequently killed during the second battle. Counties in Indian, Ohio and Kentucky are named after Col. Allen. Col. Allen brought a "black servant" named Soloman with him to the Battles. Soloman was captured by American Indians and taken to Detroit to be ransomed. The Kinzie family tried to rescue many Americans and had traded almost all of their belongings saving soldiers from the Battles of the River Raisin. They operated a makeshift hospital in their home along Jefferson Avenue for rescued American wounded. "The last bargain made by the Kinzies was affected by black Jim and one of the children, who had permission to redeem a negro servant of gallant Colonel Allen with an old white horse, the only available article that remained among their possession." Soloman chose to return to Kentucky after the Battles instead of staying in the violent Northwest Territory, which he called "a strange land."

SLAVES AND THE BATTLES OF THE RIVER RAISIN (cont.)

3. Capt. Nathan Hart and Col. Samuel Wells both brought black servants with them to the Battles. Col. Wells slave was named Aaron and Capt. Hart's slaves name remains unknown. Capt. Hart was the son-in-law of Henry Clay and was wounded in the leg and captured by American Indians during the Battles of the River Raisin. Capt. Hart attempted to buy his way to freedom, but was killed during an attempt to escape. Col. Wells survived the battles as a prisoner of war. Aaron and Capt. Hart's slave were both captured by American Indians and were reported to be working as valets for the American Indians. The exact whereabouts of Capt. Hart's slave was never known, but he was reported to be alive by Issac Baker, and Ensign for the United States Military. Aaron was eventually sold to Captain Mills near Fort Malden, but was never returned to Col. Wells and there are no records of him returning to Kentucky or being found.

4. United States Maj. George Madison brought a black servant named Peter Williams with him to the Battles of the River Raisin. Reports indicate that Peter Williams saw combat during the battles and was taken prisoner. Colonel Orlando Brown reported that

"Major Madison took with him a very black servant named Peter – or Peter Williams as he was commonly called. Peter had the good fortune to be in the battle, and he came home one of the greatest men who had ever been on a stricken field. Peter was for a long time the oracle with the niggers and boys, and told us how to fight Indians, of whom he had slain so many that he was a marvelous competent teacher of the art. He claimed all the indulgences due a veteran and had them. He pursued the avocation of a hotel cook...[and]talked about the River Raisin to the last."

Peter's slave owner, Maj. Madison, was elected Governor of Kentucky after the Battles of the River Raisin, but died before he actually served in this capacity.

Other slaves were likely at the Battles of the River Raisin with other high ranking officers, but few accounts have been found. Most African Americans slaves at the Battles were taken prisoner by the American Indians and never heard from again.



1. As a class, read outloud "Michigan's Territorial Black Militia."

2. Have the students break into groups and discuss the following questions:
 - a. Why did Governor Hull establish a Black Militia for Michigan?
 - b. Describe who commanded Michigan's Black Militia and who joined?
 - c. What was Judge Woodward's position on slavery and the establishment of the Black Militia in the Michigan Territory?
 - d. Did Governor Hull's establishment of Michigan's Black Militia have a positive or negative impact on African Americans? Support your answer.
 - e. How did the British view Governor Hull's decision to establish a Black Militia?

3. Have each group share their answers with the class or individually each write a short essay using the question and answers from reading "Michigan's Territorial Black Militia".

MICHIGAN'S TERRITORIAL BLACK MILITIA

Protection of the Michigan Territory prior to the War of 1812 was a tremendous challenge for Michigan's Territorial Governor William Hull. Tensions were high between the United States and Great Britain as a new war grew more imminent. Peter Denison, a slave owned by William Tucker, was granted his freedom when his slave master passed away and his will stipulated that he and his wife Hannah be given their freedom. Mr. Denison filed a suit in the Michigan Territorial court seeking the freedom of this children. Mr. Denison lost his suit, but in a subsequent ruling Judge Augustus Woodward found that African Americans who established their freedom in Canada and then relocated to the United States could not be returned to slavery in Canada. In the same way, African Americans who established their freedom in the United States could not be returned to slavery.

African Americans were fleeing slavery in Canada by traveling to the Michigan Territory and establishing their freedom. Michigan's Territorial Judge, Augustus Woodward, granted legal protection to the fugitive slaves who escaped from Canada to Detroit. Under Judge Woodward's ruling, Canadian slaves who arrived at Detroit could not be forced into slavery in the Michigan Territory or be sent back to slavery in British Canada. The Michigan Territory drew many runaway slaves who believed they would be free and could establish a better life in Detroit. Two of Mr. Denison's children escaped to Canada for a few years and returned to the Michigan Territory as free citizens under Judge Woodward's ruling.

As the conflict with Great Britain escalated, General Hull lacked the necessary soldiers to properly protect the people of Detroit. Not wanting the growing population of former slaves "roam[ing] the country side in search of work," Governor Hull established the first African American militia company in 1808. Michigan's Territorial Judge, Augustus Woodward, did not support the establishment of the Militia, but did grant legal protection to fugitive slaves who escaped from Canada to Detroit, which allowed Governor Hull to establish the Militia. Judge Woodward protested Governor Hull's decision to create the Black Militia, but the Governor successfully overcame his opposition by pointing out that fugitive slaves are people.

Governor Hull appointed Peter Denison as the commander of Detroit's newly formed African American Militia Regiment and gave him the rank of Captain. Captain Denison commanded a Militia consisting of 36 men. Most of the Militia members were once slaves in Ohio and Kentucky that were captured by British loyalist during the Revolutionary War and enslaved in British Canada. The men escaped their slave masters in British Canada and fled to Detroit, where they were provided protection, but struggled to survive. Some of the Militia members were also free blacks living in the Detroit area.

British loyalists quickly learned that Governor Hull had established a Black Militia consisting mostly of men who had escaped slavery from their farms. British loyalist James Askin's said, "At Detroit they are making great preparations. The Town of Detroit is Picketed in from the water side until it joins Fort Lernout, A company of Negroes mounting Guard." An Officer at Fort Malden noted, "There is, besides, a company formed of Renegade Negroes who deserted from Captain Elliot and several Gentlemen at this side. This company consists of, I am informed, 36 in number, and are kept for such desperate services as may be required at this side, they being well acquainted with it." Governor Hull's establishment of the Black Militia struck fear in the minds of the former slave's owners, who wanted their "property" back.

Governor Hull disbanded the Black Militia shortly before the War of 1812 broke out. Although the black militia never saw action in the war, they were created as a result of the tensions between Great Britain and the United States that fueled the declaration of war in 1812. Governor Hull's establishment of the Black Militia helped solidify respect for African Americans and expanded their rights in the Michigan Territory. Governor Hull issued three African Americans commissions in the U.S. Army prior to the War of 1812. It is possible, these men fought during the War.

NAME: _____

DATE: _____

MICHIGAN'S TERRITORIAL BLACK MILITIA

QUESTIONS:

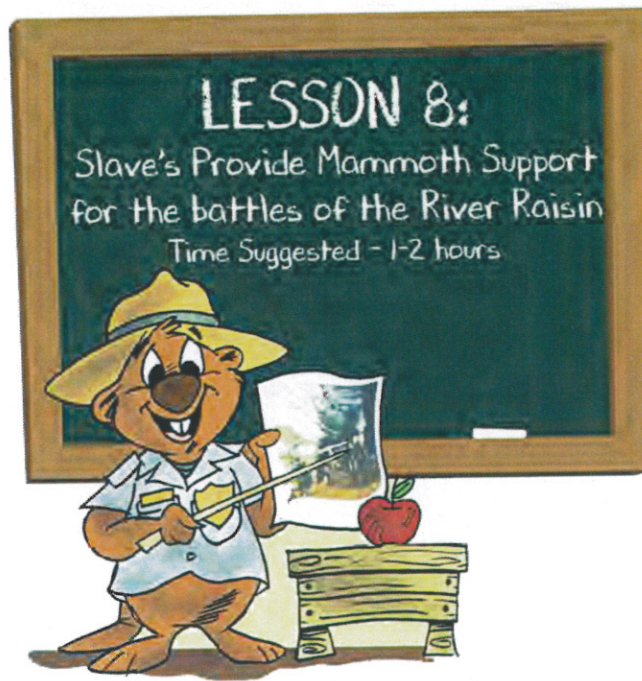
- a. Why did Governor Hull establish a Black Militia for Michigan?**

- b. Describe who commanded Michigan's Black Militia and who joined?**

- c. What was Judge Woodward's position on slavery and the establishment of the Black Militia in the Michigan Territory?**

- d. Did Governor Hull's establishment of Michigan's Black Militia have a positive or negative impact on African Americans? Support your answer.**

- e. How did the British view Governor Hull's decision to establish a Black Militia?**



1. Have the students read "Slaves Provide Mammoth Support for the Battles of the River Raisin."
2. Have each student write a short essay that answers the following questions:
 - a. How did slaves living in Kentucky support the United States war efforts during the War of 1812?
 - b. Why was it important for the United States to produce saltpeter?
 - c. What do you think it would have been like working as a slave in the narrow dark Mammoth cave passage ways collecting soil to make saltpeter?
3. Additional Activities: Have the students research Mammoth Cave National Park and River Raisin National Battlefield Park and write a short report on why these sites are important to protect.

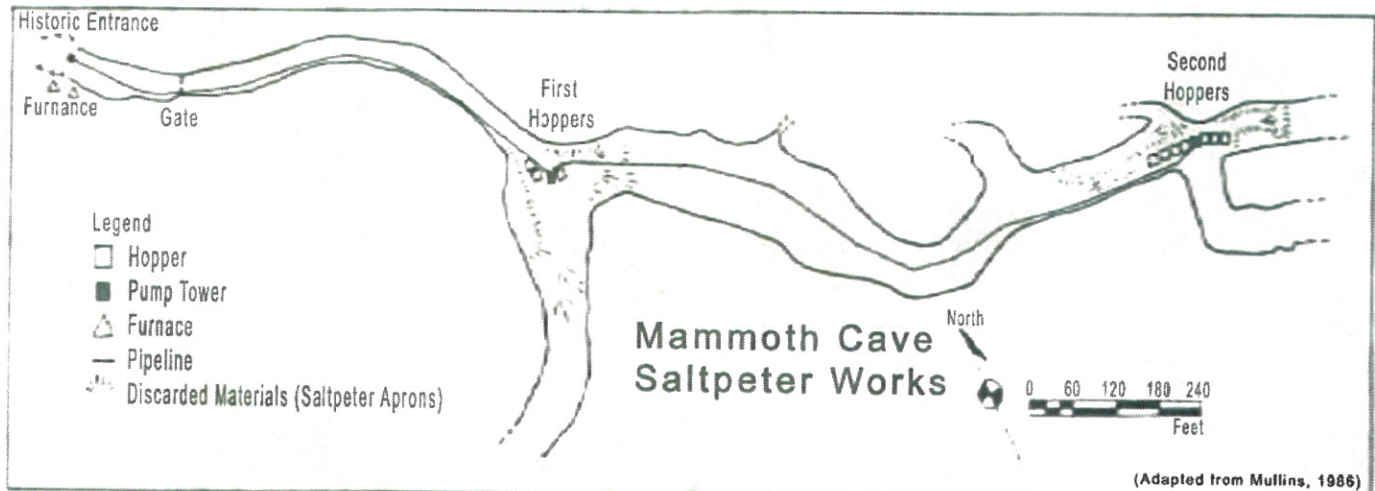
SLAVES PROVIDE MAMMOTH SUPPORT FOR THE BATTLES OF THE RIVER RAISIN

The livelihood of early American settlers and their economy depended on the availability of Black Powder (gunpowder) to support muskets, rifles and cannons for hunting and protection. Hunting supported the world's economy by providing large numbers of valuable furs for the European fur trade industry, while also providing meals and clothing to settlers and American Indian Nations. Black Powder was critical for the United States Military defense and continued expansion of the nation's boundaries.

Prior to the War of 1812, Great Britain was the world's largest supplier of saltpeter, the principle material needed to make black powder. Great Britain controlled the American market making it very difficult for companies in the United States to compete. Tensions between the United States and Great Britain over fair trade and independence resulted in trade restrictions and a British blockade that prevented European shipments of raw-materials, including saltpeter, from reaching the United States. To supply the needs of settlers and the military, a new source of saltpeter was vital. When the United States declared war against Great Britain in 1812 the need for gunpowder substantially increased.

Saltpeter is mined in limestone caves that have calcium nitrate rich soil that is chemically changed to potassium nitrate which is used to make saltpeter and ultimately gunpowder. Many caves across Kentucky were used to mine saltpeter. Mammoth cave blasted its way into the War of 1812 in a major way. Mammoth Cave's large saltpeter mine (today a National Park in Kentucky), was operated using slave labor to produce the quantities of calcium nitrate necessary to make enough saltpeter to supply soldiers with gunpowder during the War of 1812. Seventy slaves, under the watchful eyes of overseers, were used at Mammoth Cave to mine soils necessary to produce calcium nitrate in sufficient quantities to supply the United States military. The cave owners advertised for slave labor to mine the calcium nitrate. Many of the Mammoth Cave slaves were leased by their owner's to work in the cave. When a slave was leased to work for someone else, the slave owner was paid for their services, but the slaves receive little to no direct compensation.

SLAVES PROVIDE MAMMOTH SUPPORT FOR THE BATTLES OF THE RIVER RAISIN



Calcium nitrate rich soils are found on cave floors, ledges and under rocks. Once away from cave openings, the passageways or tunnels were very dark and narrow. Slaves used dim smoky lanterns to light their way. Wooden paddles were used by slaves to collect the soil into wooden boxes and bags in the narrow passage ways. They moved over 30,875 tons of rock mass in just one 50 foot by 60 foot wide area to access the calcium nitrate rich soils in Mammoth Cave. Once collected, the soil was carried by the slaves to larger passageways where it was transferred into wheeled carts and move to large "V" shaped wooden hoppers. Slaves shoveled the soil from the carts into the hoppers.

At Mammoth Cave, a large wooden pipeline was constructed by slaves to move water using gravity to the hoppers. Bare from the waist up, the slaves built pipe by hollowing long logs of tulip poplar, using a long iron tool called a "spoon-bit" auger.



They would position the auger at the end of the log to turn out the softer heartwood, and turn the auger by hand for hours to ream out half of the log. They would then begin hollowing the log out from the other end and after several more hours of work the job was finished. The hollowed out logs were then then connected to create the wooden pipelines in the cave. At Mammoth Cave, there were two pipeline totaling over 1,872 feet in length (over 1/3 of a mile).



SLAVES PROVIDE MAMMOTH SUPPORT FOR THE BATTLES OF THE RIVER RAISIN

The water from the wooden pipeline was poured over the soil in the hoppers and was allowed to seep downward pulling the nitrates out of the soil at the small end of the "V" hopper. The liquid that came out of the hoppers was called leachate. Square leaching vats were built, with split logs overlapping to form a filter below. The leachate was poured



filter through the logs and a material such as pine needles or gravel. The filtered leachate (an amber-colored frothy liquid called "nitre beer") came out of the square hoppers into wooden troughs and then moved to the surface of the cave through a series of wooden pipes operated by slaves using hand pumps.

Once the nitre beer reached the top of the cave, it was collected in large iron kettles or vats. The nitre beer was boiled until whitish crystals appeared. The whitish crystals (calcium nitrate removed from the soil) was moved to a second vat and boiled with additional ingredients including wood ashes (sometimes called potash) turnips and water. The end product was potassium nitrate, which is what was necessary to make saltpeter crystals. Evaporation furnaces were used to remove impurities. After the liquid cooled it would form saltpeter crystals that were then placed in bags or barrels and shipped to the newly-formed DuPont chemical company in Delaware to make gunpowder.

Mammoth Cave's saltpeter supplied the Kentucky Militia, U.S. Navy and U.S. Army who fought during the War of 1812 in the Great Lakes (Northwest Territory) including the Battles of the River Raisin and Battles of Lake Erie. Had the British been able to successfully cut off the United States ability to manufacture gunpowder, the results could have been disastrous. The ability of saltpeter to be supplied by mining Mammoth Cave helped ensure the United States

NAME: _____

DATE: _____

SLAVE'S PROVIDE MAMMOTH SUPPORT FOR THE BATTLES OF THE RIVER RAISIN

QUESTIONS:

a. How did slaves living in Kentucky support the United States war efforts during the War of 1812?

b. Why was it important for the United States to produce saltpeter?

c. What do you think it would have been like working as a slave in the narrow dark Mammoth cave passage ways collecting soil to make saltpeter?

EVALUATION:

Lesson One

- Student book discussion worksheet may be used as an assessment for this activity.

Lesson Two

- Student Venn diagrams may be used as an assessment using the venn diagram rubric from the International Reading Association's Read Write Think.

Lesson Three

- Student participation in the Reader's Theater may be used as an assessment using the Reader's Theater Rubric from the International Reading Association's Read Write Think.

Lesson Four

- Informational Reading Prompt worksheet could be used to assess student understanding.